

SCHOOL PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2015–16



Plainville High School Plainville School District

860-793-3220 • <http://phs.plainvilleschools.org/>

School Information

Grade Range **9-12**
Enrollment **744**

Community Information

[CERC Town Profiles](#) provide summary demographic and economic information for Connecticut's municipalities

Related Reports/Publications

[CT Reports \(CMT/CAPT\)](#)

[District and School Performance Reports](#)

[Special Education Annual Performance Reports](#)

[SAT®, AP®, PSAT® Report by High School \(Class of 2016\)](#)
(2016® The College Board)

[College Enrollment, Persistence, and Graduation](#)
(National Student Clearinghouse)

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Notes

Unless otherwise noted, all data are for 2015-16 and include all grades offered by the school.

In most tables, data are displayed only for the three major race/ethnicity categories. For additional race/ethnicity categories, please visit edsight.ct.gov.

For district totals, please see the district profile.

* When an asterisk is displayed, data have been suppressed to ensure student confidentiality.

N/A is displayed when a category is not applicable for a district or school.

Students

October 1, 2015 Enrollment

	Count	School Percent of Total (%)	District Percent of Total (%)
Female	360	48.4	48.0
Male	384	51.6	52.0
American Indian or Alaska Native	0	0.0	*
Asian	12	1.6	2.3
Black or African American	45	6.0	5.1
Hispanic or Latino	104	14.0	15.9
Pacific Islander	0	0.0	*
Two or More Races	30	4.0	3.8
White	553	74.3	72.6
English Language Learners	7	0.9	4.3
Eligible for Free or Reduced-Price Meals	236	31.7	32.8
Students with Disabilities ¹	85	11.4	13.2

¹Students in this category are students with Individualized Education Programs (IEPs) only. This category does not include students with Section 504 Plans.

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ²		Suspension/ Expulsion ³	
	Count	Rate (%)	Count	Rate (%)
Female	44	12.3	35	9.7
Male	42	11.3	63	16.4
Black or African American	6	14.6	*	*
Hispanic or Latino	12	11.9	23	21.7
White	62	11.3	53	9.5
English Language Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	46	21.2	59	23.5
Students with Disabilities	11	14.5	25	28.4
School	86	11.8	98	13.2
District		8.2		5.4

Number of students in 2014-15 qualified as truant under state statute: 7

Number of school-based arrests: 18

²A student is chronically absent if he/she misses ten percent or greater of the total number of days enrolled in the school year for any reason. Pre-Kindergarten students are excluded from this calculation.

³The count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

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Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	53.5
Paraprofessional Instructional Assistants	3.0
Special Education	
Teachers and Instructors	6.0
Paraprofessional Instructional Assistants	10.0
Administrators, Coordinators and Department Chairs	
School Level	3.0
Library/Media	
Specialists (Certified)	1.0
Support Staff	1.0
Instructional Specialists Who Support Teachers	0.0
Counselors, Social Workers and School Psychologists	6.2
School Nurses	1.0
Other Staff Providing Non-Instructional Services/Support	23.3

¹In the full-time equivalent count, staff members working part-time in the school are counted as a fraction of full-time. For example, a teacher who works half-time in a school contributes 0.50 to the school's staff count.

Educators by Race/Ethnicity

	Count	School Percent of Total (%)	District Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.0
Asian	0	0.0	0.0
Black or African American	1	1.4	0.8
Hispanic or Latino	1	1.4	1.7
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.0
White	69	97.2	97.5

Classes Taught by Highly Qualified Teachers²

School	Percent of Total (%)
School	100.0
School Poverty Quartile: Middle	
State High Poverty Quartile Schools	97.6
State Low Poverty Quartile Schools	99.6

²Core academic classes taught by teachers who are fully certified to teach in that subject area.

Classroom Teacher Attendance, 2014-15

	School	District
Average # of FTE Days Absent Due to Illness or Personal Time	9.0	10.5

Instruction and Resources

School Schedule

Days of Instruction	180
Hours of Instruction Per Year	
Grades 1-12 and Full-Day Kindergarten	987
Half/Extended Day Kindergarten	N/A

School Hours for Students	
Start Time	07:30 AM
End Time	02:10 PM

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School³

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	7	*	*	*
Hispanic or Latino	13	56.5	11	50.0
White	85	59.9	118	80.8
English Language Learners	0	0.0	0	0.0
Eligible for Free or Reduced-Price Meals	30	57.7	32	76.2
Students with Disabilities	6	27.3	9	*
School	111	60.0	149	78.4
District		60.0		78.5

³College-and-Career-Readiness Courses include Advanced Placement®(AP), International Baccalaureate®(IB), Career and Technical Education(CTE), workplace experience and dual enrollment courses.

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers⁴

	Count	Rate (%)
Autism	*	*
Emotional Disturbance	8	*
Intellectual Disability	0	0.0
Learning Disability	20	83.3
Other Health Impairment	22	73.3
Other Disabilities	*	*
Speech/Language Impairment	N/A	N/A
School	55	64.7
District		77.1

⁴Ages 6-21

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Performance and Accountability

School Performance Index (SPI)

A School Performance Index (SPI) is the average performance of students in a subject area (i.e., ELA, Mathematics or Science) on the state summative assessments. The SPI ranges from 0-100. An SPI is reported for all students tested in a school and for students in each individual student group. Connecticut's ultimate target for an SPI is 75.

	English Language Arts(ELA)		Math		Science	
	Count	SPI	Count	SPI	Count	SPI
American Indian or Alaska Native	0	N/A	0	N/A	0	N/A
Asian	*	*	*	*	*	*
Black or African American	10	*	10	*	10	*
Hispanic or Latino	22	49.2	22	47.7	28	50.0
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	*	*	*	*	*	*
White	141	57.9	141	55.1	110	60.4
English Language Learners	*	*	*	*	*	*
Non-English Language Learners	*	*	*	*	*	*
Eligible for Free or Reduced-Price Meals	50	50.0	50	48.8	52	47.5
Not Eligible for Free or Reduced-Price Meals	133	58.3	133	55.7	106	61.0
Students with Disabilities	27	40.4	27	40.3	31	34.8
Students without Disabilities	156	58.7	156	56.2	127	61.9
High Needs	71	48.3	71	47.0	69	45.4
Non-High Needs	112	60.9	112	58.1	89	65.2
School	183	56.0	183	53.8	158	56.6

National Assessment of Educational Progress (NAEP): Percent At or Above Proficient¹

	NAEP 2015		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	43%	43%	50%
National Public	35%	33%	36%
MATH			
Grade 4			
Connecticut	41%	36%	32%
National Public	39%	32%	25%

¹NAEP is often called the "Nation's Report Card." It is sponsored by the U.S. Department of Education. This table compares Connecticut's performance to that of national public school students. Performance standards for state assessments and NAEP are set independently. Therefore, one should not expect performance results to be the same across Smarter Balanced and NAEP. Instead, NAEP results are meant to complement other state assessment data. To view student subgroup performance on NAEP, [click here](#).

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	N/A	N/A	N/A	47.4	156	47.4
Curl Up	N/A	N/A	N/A	82.7	156	82.7
Push Up	N/A	N/A	N/A	70.5	156	70.5
Mile Run/PACER	N/A	N/A	N/A	56.4	156	56.4
All Tests - School	N/A	N/A	N/A	39.1	156	39.1
All Tests - District	44.1	58.9	62.3	39.1		51.5

²The Connecticut Physical Fitness Assessment (CPFA) is administered to all students in Grades 4, 6, 8 and 10. The health-related fitness scores gathered through the CPFA should be used to educate and motivate children and their families to increase physical activity and develop lifetime fitness habits.

³Only students assessed in all four areas are included in this calculation.

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Cohort Graduation: Four-Year¹

	2014-15				2015-16
	Cohort Count ²	Rate (%)	Target ³ (%)	Target Achieved	Target ³ (%)
Black or African American	*	*	.		.
Hispanic or Latino	23	78.3	.		.
English Language Learners	0	0.0	.		.
Eligible for Free or Reduced-Price Meals	68	80.9	81.9	No	83.4
Students with Disabilities	21	66.7	85.1	No	86.2
School	176	89.8	90.5	No	90.9
District		89.0	90.0	No	90.5

¹The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years. Statewide, district and school results for cohorts of 2010 through 2014 are [available online](#).

²Cohort count includes all students in the cohort as of the end of the 2014-15 school year.

³Targets are shown when there were at least 20 students in the cohort in 2010-11, the year that served as the base for target calculations.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam⁴

	Participation ⁵	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	98.4	73	39.0
Male	97.3	71	37.8
Black or African American	*	*	*
Hispanic or Latino	100.0	11	24.4
White	97.6	120	41.7
English Language Learners	*	0	*
Eligible for Free or Reduced-Price Meals	94.7	24	25.5
Students with Disabilities	*	*	*
School	97.9	144	38.4
District	97.1		37.9

⁴College readiness exams and benchmark scores are as follows:

- SAT® - meets benchmark on SAT, Revised SAT or Connecticut School Day SAT
- ACT® - meets benchmark score on 3 of 4 exams (benchmark score varies by subject)
- AP® - 3 or higher on any one AP® exam
- IB® - 4 or higher on any one IB® exam
- Smarter Balanced - Level 3 or higher on both ELA and math

⁵Participation Rate equals the number of test-takers in 11th and 12th grade divided by the number of students enrolled in those grades, as a percent.

Sources:

SAT® and AP® statistics derived from data provided by the College Board.

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ACT® statistics derived from data provided by ACT, Inc.

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IB® statistics derived from data provided by the International Baccalaureate Organization.

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College Entrance and Persistence

	Class of 2015	Class of 2014
	Entrance ⁶	Persistence ⁷
	Rate (%)	Rate (%)
Female	80.3	87.0
Male	68.9	82.4
Black or African American	*	*
Hispanic or Latino	*	*
White	75.0	85.3
English Language Learners	75.0	*
Eligible for Free or Reduced-Price Meals	69.6	73.7
Students with Disabilities	*	*
School	73.9	85.0
District	73.9	85.0

⁶College entrance refers to the percent of high school graduates from the year who enrolled in college any time during the first year after high school.

⁷College persistence refers to the percent of students who enrolled in college the first year after high school and returned for a second year (Freshman to Sophomore persistence).

Source: National Student Clearinghouse

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Next Generation Accountability Results

These statistics are the results from Connecticut's Next Generation Accountability System for districts and schools. This system is a broad set of 12 indicators that help tell the story of how well a school is preparing its students for success in college, careers and life. It moves beyond test scores and graduation rates and instead provides a more holistic, multifactor perspective of district and school performance and incorporates student growth over time.

Indicator		Index/Rate	Target	Points	Max	% Points	State Average
ELA Performance Index	All Students	56.0	75	74.7	100	74.7	67.7
	High Needs Students	48.3	75	64.4	100	64.4	56.7
Math Performance Index	All Students	53.8	75	71.8	100	71.8	61.4
	High Needs Students	47.0	75	62.7	100	62.7	49.9
Science Performance Index	All Students	56.6	75	75.4	100	75.4	57.5
	High Needs Students	45.4	75	60.5	100	60.5	47.0
ELA Academic Growth	All Students	N/A	100%	0.0	0	0.0	63.8%
	High Needs Students	N/A	100%	0.0	0	0.0	58.3%
Math Academic Growth	All Students	N/A	100%	0.0	0	0.0	65.0%
	High Needs Students	N/A	100%	0.0	0	0.0	57.4%
Chronic Absenteeism	All Students	11.8%	<=5%	36.4	50	72.9	9.6%
	High Needs Students	18.4%	<=5%	23.2	50	46.3	15.6%
Preparation for CCR	% Taking Courses	69.3%	75%	46.2	50	92.4	67.6%
	% Passing Exams	38.4%	75%	25.6	50	51.2	40.7%
On-track to High School Graduation		88.5%	94%	47.1	50	94.1	85.1%
4-year Graduation All Students (2015 Cohort)		89.8%	94%	95.5	100	95.5	87.2%
6-year Graduation - High Needs Students (2013 Cohort)		85.5%	94%	91.0	100	91.0	78.6%
Postsecondary Entrance (Class of 2015)		73.9%	75%	98.6	100	98.6	71.9%
Physical Fitness (estimated part rate) and (fitness rate)		92.9% 39.1%	75%	26.1	50	52.1	89.2% 50.5%
Arts Access		61.1%	60%	50.0	50	100.0	47.5%
Accountability Index				949.0	1250	75.9	

Gap Indicators	Non-High Needs Rate ¹	High Needs Rate	Size of Gap	State Gap Mean + 1 Stdev ²	Is Gap an Outlier? ²
Achievement Gap Size Outlier?					Y
ELA Performance Index Gap	60.9	48.3	12.7	16.6	
Math Performance Index Gap	58.1	47.0	11.1	19.1	
Science Performance Index Gap	65.2	45.4	19.9	17.3	
Graduation Rate Gap	94.0%	85.5%	8.5%	13.0%	N

¹If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for graduation rate), the ultimate target is used for gap calculations.

²If the size of the gap exceeds the state mean gap plus one standard deviation, the gap is an outlier.

Subject/Subgroup		Participation Rate (%) ³
ELA	All Students	99.5
	High Needs Students	100.0
Math	All Students	99.5
	High Needs Students	100.0
Science	All Students	96.5
	High Needs Students	94.8

Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement: comprehensive documentation and supports](#)

³Minimum participation standard is 95%.